INDEX TO VOLUME 21, NO. 1-4

October 1981 to May 1982

ANDERSON, Ora Sterling –
Comprehension of College Age Students: The State of the Act ..... No. 3, p. 213

ANNIS, David B. –
A Normative Study of Students' Reported Study Techniques ..... No. 3, p. 201

ANNIS, Linda F. –
A Normative Study of Students' Reported Study Techniques ..... No. 3, p. 201

BALDWIN, R. Scott –
Teaching Word Connotations: An Alternative Strategy ..... No. 2, p. 103

BEAN, Thomas W. –
Evaluating A History Text: A Comparison of Cloze and Maze Procedures ..... No. 2, p. 116

BELL, Louise C. –
Supervising Reading Teachers ..... No. 4, p. 333

BOWMAN, Margie –
A Comparison of Content Schemata and Textual Schemata or The Process of Parachuting ..... No. 1, p. 14

BRANDT, Patti –
Evaluating A History Text: A Comparison of Cloze and Maze Procedures ..... No. 2, p. 116

CAPLAN, Robert M. –
Investigating the Concurrent Validity of Miscue Analysis as a Measure of Silent Reading Processes ..... No. 4, p. 299

CHAPLIN, Miriam T. –
No More Reading "Reading" ..... No. 4, p. 340

CLARKE, Barbara K. –
Reading and the Disadvantaged: Some Myths and Facts ..... No. 3, p. 208

CRAMER, Genevieve R. –
Study Skills Help for the Adult Woman Reentering College ..... No. 2, p. 109

CRONNELL, Bruce –
*Cause and Effect: An Overview** ..... No. 2, p. 155

CUNNINGHAM, James W. –
Investigating the Concurrent Validity of Miscue Analysis as a Measure of Silent Reading Processes ..... No. 4, p. 299

D'ANGELO, Karen –
Correction Behavior of Good and Poor Readers ..... No. 2, p. 123

EBERWEIN, Lowell –
Do Dialect Speakers' Miscues Influence Comprehension? ..... No. 3, p. 255

EDWARDS, Barbara –
Developmental Stages of Metalinguistic Awareness to Reading ..... No. 3, p. 193

ELDREDGE, Alice R. –
An Investigation to Determine the Relationships Among Self-Concept, Locus of Control and Reading Achievement ..... No. 1, p. 59

Excerpts from the Statement of James E. Walker, President of the College Reading Association before the Subcommittee on Select Education, House of Representatives, Washington, D.C. ..... No. 1, p. 79

FAIRBANKS, Marilyn M. –
Reading Achievements and Spelling Patterns of College Students ..... No. 3, p. 226

FREEMAN, Evelyn B. –
A Comparison of Language Usage in Basal Readers and Adolescent Novels ..... No. 1, p. 50

FORD, Jeff C. –
Teaching Word Connotations: An Alternative Strategy ..... No. 2, p. 103

GARMAN, Dorothy –
Language Development and First-Grade Reading Achievement ..... No. 1, p. 40

GLENN, Allen D. –
Analyzing the Textbook to Improve Student Reading and Learning ..... No. 4, p. 293

GREEN, Michael –
Developmental Stages of Metalinguistic Awareness to Reading ..... No. 3, p. 193

HOBBS, Betsy M. –
Reading Achievement and Spelling Patterns of College Students ..... No. 3, p. 226

HUFFMAN, Gail M. –
Developmental Stages of Metalinguistic Awareness to Reading ..... No. 3, p. 193

HUNTER, Jill –
Ten Steps to Improved Remedial Reading Instruction ..... No. 3, p. 248

JACOBSON, Mary Lynn –
A Comparison of Language Usage in Basal Readers and Adolescent Novels ..... No. 1, p. 50

JOHNS, Jerry L. –
Another Flesch Wound ..... No. 1, p. 73

JOHNS, Jerry L. –
Summaries of Reading-Related Research: A Repository of What Exists ..... No. 3, p. 184

KEEFE, Don –
Adult Disabled Readers: Instructional Strategies to Improve Comprehension ..... No. 4, p. 320

KOLKER, Brenda S. –
The Effects of Learning Confusable Words on Subsequent Learning of High or Low Imagery Words ..... No. 4, p. 286

LA SORTE, Diane M. –
The Differential Effects of Visual and Auditory Information in Determining Meanings of Derived Words at Third- and Fifth-Grade Levels ..... No. 1, p. 65

LEWIS, Vicky Johnson –
Analyzing the Textbook to Improve Student Reading and Learning ..... No. 4, p. 293

LINDBERG, Claire –
Adult Disabled Readers: Instructional Strategies to Improve Comprehension ..... No. 4, p. 320

MANNING, Gary L. –
What is the Role of the Principal in an Excellent Reading Program? Principals Give their Views ..... No. 2, p. 130

MANNING, Maryann –
What is the Role of the Principal in an Excellent Reading Program? Principals Give Their Views ..... No. 2, p. 130

McCABE, Patrick P. –
The Effect Upon Comprehension of Mathematics Material Repatterned on the Basis of Oral Language ..... No. 2, p. 146

McCORMICK, Sandra –
Assessment and the Beginning Reader: Using Student Dictated Stories ..... No. 1, p. 29

MEYERS, Valerie –
Adult Disabled Readers: Instructional Strategies to Improve Comprehension ..... No. 4, p. 320

MICCINATI, Jeannette –
Use Visual Imagery to Enhance Recall of Information ..... No. 2, p. 139

PALMER, Barbara C. –
Reading and the Disadvantaged: Some Myths and Facts ..... No. 3, p. 208

PAYNE, Linda –
The Effects of Maze Training Upon Transference to Standard Cloze Performance ..... No. 1, p. 70

PAUK, Walter –
Is Speed Reading Dead? ..... No. 1, p. 75

PAUK, Walter –
Nutrition and Learning ..... No. 3, p. 266

PAUK, Walter –
A Few Questions ..... No. 4, p. 347

RAUCH, Sidney J. –
The Administrator and the Reading Program: The Need for Reading Leadership ..... No. 1, p. 76

RAUCH, Sidney J. –
The Administrator and the Reading Program: How to Get Community Support for Our Program ..... No. 2, p. 136

RAUCH, Sidney J. –
"How to Get Published" ..... No. 3, p. 188

RAUCH, Sidney J. –
The Administrator and the Reading Program – What to Look for in a Reading Lesson ..... No. 3, p. 264

RAUCH, Sidney J. –
The Administrator and the Reading Program: The School Improvement Project ..... No. 4, p. 348

READENCE, John E. –
Teaching Word Connotations: An Alternative Strategy ..... No. 3, p. 103

ROBECK, Carol P. –
An Investigation of the Relationship Between Concrete Operational Thought and Reading Achievement ..... No. 1, p. 2

RYDER, Randall James –
Phonics: Considerations for Secondary Students ..... No. 1, p. 23

SMITH, Lewis B. –
Evaluating Children's Literature by Using the Cloze Procedure ..... No. 4, p. 311

SHERIDAN, E. Marcia –
Early Reading In Japan ..... No. 4, p. 326

STIGGINS, Richard J. –
An Analysis of the Dimensions of Job-Related Reading ..... No. 4, p. 237

TERWILLIGER, Paul N. –
The Effects of Learning Confusable Words on Subsequent Learning of High or Low Imagery Words ..... No. 4, p. 286